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HEALTH *and Life Skills*

MODULE 1

Wellness Choices

HOME INSTRUCTOR'S GUIDE AND ASSIGNMENT BOOKLET 1A



Learning
Technologies
Branch

Alberta
EDUCATION

Health and Life Skills 7
Module 1: Wellness Choices
Home Instructor's Guide and Assignment Booklet 1A
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Introduction to Health and Life Skills 7

Welcome to Health and Life Skills 7! We hope that you and your student enjoy working through this course together.

The Course at a Glance

There are three modules for this course.

Module 1

Wellness Choices

Section 1:
Your Personal Health

Section 2:
Safety and
Responsibility

Module 2

Relationship Choices

Section 1:
Feelings

Section 2:
Interactions

Module 3

Life-Learning Choices

Section 1:
Learning Strategies

Section 2:
Life Roles

Health and Life Skills 7 Curriculum Information

Alberta Education, a department within the Government of Alberta, is responsible for determining what Alberta students are expected to learn from Kindergarten to Grade 12. The department works with its stakeholders to design curriculum and provide authorized resources that meet the needs of learners and educators.

This distance learning course was designed and developed by Learning Technologies Branch within Alberta Education. The course components have been reviewed and approved as provincially authorized resources. This means the Alberta teachers and publishing staff who made these resources have ensured they comply with the standards and specifications established by Alberta Education for this curriculum.

Specific information about this curriculum can be found on the Alberta Education website where Curriculum Handbooks for Parents and Curriculum Summaries are available:

<http://www.education.gov.ab.ca/parents/handbooks/>

Following is a brief summary of the program at this grade level.

Health and Life Skills 7 is designed to help students learn about their habits, behaviours, interactions, and decisions related to healthy daily living. It is about what students do and how they live each day. It is also about planning for a healthy future. The aim of Health and Life Skills 7 is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to get accurate information, and to practise healthy behaviours.

Health and Life Skills 7 Course Components

You have chosen an alternate form of learning that allows your student greater freedom than traditional classroom learning. It also requires discipline and motivation for your student to carry on without someone standing behind and pushing as a classroom teacher often does. As a home instructor, you can assist your student in many ways. The first thing to do is to familiarize yourself with the structure of the course and its components.

The Health and Life Skills 7 learning package includes the following components:

- three Student Module Booklets
- six Assignment Booklets
- one Health and Life Skills 7 multimedia CD

When you receive your student's course materials, take the time to look carefully at what you have received to ensure it is complete, that it is the correct course, and that it is not defective in any way. If there is a problem, notify your supplier immediately.

Important: In order to gain credit for Health and Life Skills 7, students must complete either Part A: Human Sexuality or Part B: Journal Project. These components are not a part of the student's course materials. Your student will receive these materials from his or her teacher, who will print it off from the electronic Teacher's Guide. You, the parent or guardian, must complete the form found at the beginning of Assignment Booklet 1A, indicating whether you want your student to study the sexuality component or its alternative. One of these components must be completed and sent in to the teacher for assessment at the end of Module 3.

Student Module Booklets

The print components of this course involves booklets called Student Module Booklets. They show students, step by step, what to do and how to do it. They become an important reference for doing the Assignment Booklets.

Health and Life Skills 7 has three Student Module Booklets. Your student is required to complete the following three modules in their respective order to gain credit for the course:

- Wellness Choices
- Relationship Choices
- Life-Learning Choices

The Wellness Choices module helps students learn to make responsible and informed choices. These choices help them maintain their health and promote safety for themselves and others. The Relationship Choices module will help students develop effective skills that show responsibility, respect, and caring. These skills help establish and maintain healthy interactions. The Life-Learning Choices module will help students learn to use resources effectively. It will also enable students to manage and explore life roles and career choices.

The structure of the Student Module Booklets in Health and Life Skills 7 follows a systematic design. Each one begins with a table of contents, course information, a module overview, and an assessment statement. Note how each of the three modules in the course is made up of closely related sections. The number of sections will vary from module to module. The work within each section is grouped into lessons that contain instructional material and opportunities for students to practise. Within the lessons, there are readings, explanations, and questions for students to work through. It is important that students read all of the module booklets and do all of the lessons before attempting the Assignment Booklets.

The course has been designed so that new terms are given special attention. They are defined and explained within the sentence or paragraph. Their meanings are provided in the notes in the margin. The terms and definitions are also included in the glossary at the end of each lesson. As you supervise, make sure your student knows what the new terms are and what they mean. Following the glossary at the end of each lesson are the suggested answers to the questions asked in the lesson. Your student is expected to assess his or her own answers to those questions by comparing them with the suggested answers. These suggested answers provide your student with immediate feedback on his or her progress. This is something you should monitor closely. Students should be encouraged to review any areas where they have had difficulty.

Each Student Module Booklet concludes with a module summary. It focuses on the main ideas that the student has learned. This is an important part of the module because it discusses how all the ideas in the sections are related.

Assignment Booklets

Accompanying each Student Module Booklet are two Assignment Booklets. The two components—Part A: Human Sexuality and Part B: Culmination—each have one Assignment Booklet. All Assignment Booklets must be completed and returned to the teacher for marking.

In most instances, your student's mark for each module will be determined by how well he or she does the assignments in the Assignment Booklets. You should confirm with your school if other assessment tools will be used to determine your student's module mark. As your student works through a Student Module Booklet, he or she will be directed to the appropriate Assignment Booklet to respond to the questions asked there. These are the responses that your student will submit to the teacher for a grading. When experiencing difficulties, your student should go back and review the appropriate lesson in the Student Module Booklet. If your student is still having difficulty after reviewing the material in the lesson, he or she should consult the teacher. Please ensure that your student follows the instructions in the Assignment Booklets closely and that the student does his or her best work for assessment. As soon as your student has completed each Assignment Booklet, submit it promptly to the teacher for assessment. While you are waiting for feedback from the teacher, your student is encouraged to continue working on the next part of the course.

What should you do with returned Assignment Booklets? Review returned Assignment Booklets carefully with your student, noting the marks, teacher's corrections, and comments. After they have been marked and returned, Assignment Booklets should be kept for future review and study.

NOTE: There is a form in the first Assignment Booklet of Module 1: Wellness Choices for a parent or guardian to fill out and return to the teacher indicating which component (Part A: Human Sexuality or Part B: Journal Project) your student will be completing.

Multimedia CD

Your course contains one CD. This CD contains various multimedia segments that will help your student learn the basic concepts within this course. Students learn in different ways, and technology helps create different kinds of learning environments. Students have an opportunity to interact with the information. They can try different scenarios and see what happens. They can see how these concepts relate to world problems and situations.

These multimedia segments will help your student understand, use, and apply technology in effective, efficient, and ethical ways. Information and communication technology (ICT) skills are necessary for your student to ensure ongoing competitiveness in a knowledge economy.

If you do not have access to a computer, make every effort to arrange for your student to have periodic access to a computer in a nearby school or library.

Resources and Equipment

There is no required textbook for this course.

Following is a list of equipment that your student will be required to use. You may wish to discuss the availability of equipment with your distance learning provider.

Your student will need access to a computer with a CD-ROM drive so that he or she can use the CD that accompanies this course. Your student should also use a word-processing application like *Microsoft® Word* to do assignments whenever possible. Because students are frequently referred to the Internet, your student needs access to an Internet connection. If you do not have computer and Internet capabilities at home, remember that computers and Internet access is widely available through public libraries and schools. Make arrangements so that your student has access to this valuable resource.

Your student will need a notebook or binder with lined paper to answer questions from the Student Module Booklet.

Additional Resources

Internet Links

The Internet can be a valuable research and learning tool for your student. Periodically, references to Internet sites are provided in the Student Module Booklets and/or in the Home Instructor's Guide. You should also encourage your student to use other information sources, such as the library.

If your student is using the Internet, there are a few things to keep in mind:

- **Do not believe everything you read.** The Internet is filled with information. Unfortunately, not all of it is correct. Anyone can put information on the Internet. The important thing is that your student takes a close look at the source to determine who is credited with supplying the information. For example, did a university, a museum, or a science centre put the information on the Internet? If so, it probably provides correct information.

The point is to encourage your student to use a critical eye and not to believe everything he or she reads. If your student is uncertain about something, it is wise to double check the information on one or two other sites or with other resources.

Go to the Internet sites referenced in the Student Module Booklets or this guide before your student accesses them. Confirm the site is still relevant and appropriate for your student. The owners of the Internet addresses (URLs) sometimes change, and a site that was educational when this course was written may no longer be suitable. Also, try out recommended search words to confirm that they are still safe.

- **Use online research tools.** There are a number of different tools, called search engines, available to assist your student in finding information on the Internet. These engines organize and sort information by topic or key word. AltaVista Canada (www.altavista.com), Google Canada (www.google.ca), and Yahoo! Canada (www.yahoo.ca) are just a few of the search engines available.
- **Websites can change or disappear.** Your student should keep in mind that the Internet is constantly changing. Sometimes he or she will discover that after typing in an address, a note will come up on the screen indicating that the site has moved or disappeared. If your student finds that an address does not work, he or she should go back to one of the search engines and do a general search using a key word or phrase.

LearnAlberta.ca

LearnAlberta.ca is a special, protected website found at <http://www.learnalberta.ca>. It has been developed by Alberta Education for Albertans. Whenever your student is asked to go to this large site (portal), you can be assured the content has been either developed by or for Alberta Education or licensed to Alberta Education because it is quality content related to Alberta students' needs.

LearnAlberta.ca is a recognized, digital learning environment for Albertans. This Alberta Education portal is a place where students can support their learning by accessing resources for projects, homework, help, review, or study. Home instructors also have access so they can learn what their students are expected to know and be able to do. They can then support their students' learning.

For example, LearnAlberta.ca contains a large Online Reference Centre that includes multimedia encyclopedias, journals, newspapers, transcripts, images, maps, and more. The National Geographic site contains many current video clips that have been indexed for Alberta Programs of Study. Teacher support materials and student activities are also available. The content is organized by grade level, subject, and curriculum objective. Use the search engine to find key concepts quickly. Check this site often as new interactive multimedia segments are being added all the time.

If you find a password is required, contact your teacher or school to get one. No fee is required.

The Role of the Home Instructor

As the home instructor, you are responsible for the supervision of the student's progress and learning throughout this program. You have a key role in determining your student's success in taking this course. Your student needs encouragement and confidence that the course is important to his or her future.

You are expected to perform the following duties:

- Ensure your student has a suitable study area.
- Ensure your student establishes a timetable.
- Supervise your student's completion of the modules for Health and Life Skills 7.
- Monitor your student's progress.
- Provide your student with encouragement.
- Check your student's work, or supervise your student's checking of the lessons.
- Supervise the submission of the Assignment Booklets.
- Develop a routine and a good working relationship with your student. Remember, education is a partnership.

Here are a few other things you can do to help your student maximize his or her chances of success in this course:

- Encourage your student to read the modules carefully and completely. Students should answer all questions in their notebooks. In some cases, it may be appropriate for your student to discuss the questions with you. Students should check their responses with the suggested answers after they have completed the questions. Encourage your student to discuss his or her answers with you after comparing them with the suggested responses.
- Ensure that your student works through each Assignment Booklet slowly and carefully. Some assignments include assessment criteria so that students can see how the assignment will be marked. Review the assessment criteria with your student before he or she begins each assignment. Encourage your student to revise and edit his or her work; assignments should reflect students' best efforts. As you guide and advise your student, be sure that you do not direct or take control of the work being done. Students must assume responsibility for their work and learn from their mistakes as well as their achievements.

- Review your student's assignments when they have been marked and returned by the teacher. Help the student to understand his or her areas of relative strength and weakness and to see where improvements are needed. Praise your student's efforts and successes, and give encouragement when he or she is facing challenges.
- Work together to make a course plan and a weekly timetable, and follow them as closely as you can.
- Check to see that all necessary materials and supplies are close by before starting work.
- Be sure that the student completes all activities carefully and reviews corrections before moving to other assignments.
- Ensure that your student understands and follows directions carefully when completing lessons. If uncertain about what to do, the student should reread the directions. If there are still problems, your student should discuss the lesson with the home instructor. Sometimes reviewing the previous lessons is helpful.
- Have your student check to be sure that written responses are neat, legible, and complete.

Arranging the Learning Area

One of the best ways to ensure success in distance learning for your student is to establish a study corner. This is a quiet, well-lit area where your student can leave books, papers, and supplies. It should be an area that is free from interruptions and distractions. A comfortable ergonomic chair and sufficient workspace on a table or desk are essential. Students require sufficient space for course materials, books, and equipment. An efficient student workplace will help learning.

Time Commitment

Proper planning and organization will help your student to succeed. It is important that your student has a schedule. Ensure that your student does some advance planning. Check the final plans to see that they are realistic.

Only you and your student know how much time is available for completing a course. It does not matter too much what time of day the student does the course work—this varies with the individual's situation. You and your student must decide when you wish to have the course completed. When you make this estimate, you must take into account time worked away from home, time needed for chores, and time needed for recreation and relaxation.

Make a Weekly Plan

Discuss with your student the importance of weekly planning. Work with your student to do the following:

- Keep track of what your student usually does in a typical week.
- Plan the studies your student can do in a typical week.
- Keep a list of what your student must do each day, and cross off each study task as it is completed.
- Find your student's own best time to study.
- Set deadlines and stick to them.
- Not dwell on failures, and get back on schedule.

Have your student fill in a weekly timetable.

It is not wise to plan to use 100 percent of the student's time. Allow for possible interruptions and jobs taking longer than planned.

Make a Monthly Plan

The next step is planning a monthly schedule with your student. Using a calendar, block off the days that are not available for studying. Then count the days that are available between the start of the course and the desired finishing date. Allow time for review. Count the number of sections or modules that must be completed within this time. Estimate how many days are available to complete each section and each module.

Make a Course Plan

When you both have an idea of how much time is available every day, week, and month, make a plan for completing the course.

Sample Course Timetable				
Course Name		Planned Completion Date		
Start Date		Actual Completion Date		
Module	Planned Completion Date	Actual Completion Date	Date Mailed	Date Returned

Modify your plans as circumstances change. Be flexible, but don't procrastinate. A planned approach to module completion will help your student successfully complete the course.

Breaks

When your student begins to feel sluggish, encourage a ten-minute relaxation or exercise break.

Assessment

Assessment is important to the development of every learner. There are two kinds of assessment in this course: informal and formal. As the home instructor, you will take part in the informal assessment.

Informal Assessment

The suggested answers at the end of each lesson give students immediate feedback, which confirms and clarifies their understanding before they go on. At the junior high level, monitoring student answers and discussing the results with students is one of the most important duties of the home instructor. When your student has completed a lesson, you should skim over it to be sure he or she has spent enough time and effort on the lesson.

When checking your student's work, first focus on the work he or she has done correctly, and then comment on his or her efforts. Then, if necessary, discuss the work with your student to clear up any misunderstandings. Following are a few suggestions that have proved to be constructive ways of handling errors. First, stop to consider why there are errors. Ask yourself the following questions:

- Is the student repeatedly making the same errors, or do the errors appear to be random?
- Do the errors appear to be the result of carelessness?

If your student is repeatedly making the same mistakes, you may need to read through a particular lesson or set of questions and explain the main ideas in your own words. If the errors are random and don't have a serious impact, they may then be ignored.

If the error appears to be carelessness, you may need to do the following:

- Check to see if your student understands the directions.
- Relate the question where the errors occur to some meaningful aspect of your student's life.
- Discuss the information with your student.
- Have your student slow down.
- Give your student a rest.

Always instruct your student to rework incorrect answers. The Student Module Booklet becomes an important reference when doing assignments, and it is essential that it is accurate. Remember, students not only learn from their corrections, they also realize that making mistakes is a normal part of learning.

Formal Assessment

Formal assessment is based on the work students do in their Assignment Booklets and a final test, all of which are marked by a teacher. There are two Assignment Booklets for each module in this course. As well, Part A: Human Sexuality and Part B: Journal Project each have one Assignment Booklet which must be completed and returned to the teacher for marking. The assignments are based on the work the student has completed in the Student Module Booklet. The student may refer to the Student Module Booklet while completing the Assignment Booklets.

Health and Life Skills 7 requires the writing of a final test that must be supervised by a responsible adult. Contact your learning provider for information about the administration of the final test.

The final mark is determined by how well the student does on all the modules and the final test. It is suggested that the test make up 40 percent of the student's mark with the other 60 percent based on course work, as assessed by the teacher.

Special Features

Throughout each lesson, there are a number of icons in the margins of the Student Module Booklets. The icons and their descriptions appear at the beginning of the course under General Course Information as well. Be sure that you and your student become familiar with these icons.

The extend your investigation activities are optional. This flexibility caters to each student's personal situation. These activities provide opportunities for students to further investigate or research a topic or concept that they may have explored in the lesson. They give students a chance to apply their knowledge in a practical way. Encourage your student to glance over the extend materials. If the material is of interest, is new, or will help your student to understand a troublesome topic or concept, encourage him or her to spend the time on the extend activity. If it does not interest your student or he or she already knows the material, your student may ignore it and carry on with his or her work. There are no answers to these questions. Often, the student is asked to discuss his or her answers with a friend, a parent, or another interested adult.

Community connections encourages students to extend their learning using other sources of information, such as the media or people from various health or community organizations. Students are encouraged to examine ways that people and communities can provide support and learning opportunities that reinforce positive health choices.

The journal suggestions provide sentence starters for students to use to process and reflect upon what they have learned. The sentence starters require students to be conscious of the knowledge and skills that they are acquiring as they proceed through the course. They also require students to apply what they are learning about their personal health choices.

Module 1: Wellness Choices

Module 1 focuses on wellness choices. It will help students learn to make responsible and informed choices to maintain their health. Students will also examine ways to promote personal safety for self and others. This module is divided into two sections.

Section 1: Your Personal Health

In Section 1 students learn about positive health habits and standards for physical, emotional, and intellectual health. They focus on the importance of grooming and cleanliness. As well, they examine the influence of the media regarding body image and lifestyle choices. Students investigate the role nutrition plays in achieving and maintaining optimum health. They also explore some strategies to help them make choices about the use and avoidance of harmful substances.

Section 1 of Module 1 consists of five lessons with student assignments after each lesson:

- Lesson 1: Your Standards for Health
- Lesson 2: Personal Grooming and Cleanliness
- Lesson 3: Body Image and Lifestyle Choices
- Lesson 4: Food Choices
- Lesson 5: Substance Use and Avoidance

Lesson 1: Your Standards for Health

This lesson focuses on what health means to students and asks them how standards for health compare to their personal health choices.

Students are asked to brainstorm actions and choices teens should make to stay physically, emotionally, and intellectually healthy. Students use a web to organize their ideas around each of these three areas of health. The lesson is designed as an introduction to these areas of health so students will start to understand that they can learn to set their own standards for health. Find and share different sources of health standards, such as food guides and exercise plans, that are available to individuals.

In the Assignment Booklet for this lesson students are asked to create a visual symbol or logo that represents the standards for personal health that they would choose for themselves. Ask your student to review what has been learned about standards for health from their reading and research in this lesson. Encourage him or her to review the habits and choices that were identified in the lesson. Discuss and review with your student how habits and choices can affect physical, emotional, and intellectual health.

Important: Human sexuality education is offered in grade 7 to grade 9 as a mandatory component of the program of studies. Parents, however, retain the right to exempt their child from school instruction in human sexuality education. In this Health and Life Skills 7 course, human sexuality instruction is found in Part A: Human Sexuality. Part B: Journal Project is the alternative for those students who are exempted from human sexuality instruction at the request of their parents or guardians. Students must complete either Part A: Human Sexuality or Part B: Journal Project in order to earn credit for Health and Life Skills 7. In the first Assignment Booklet, the parents or guardians of the student must decide which component of this course their student will be taking. The parents or guardians must indicate their preference on the Parent's Declaration form that is found in Assignment Booklet 1A.

The two components—Part A: Human Sexuality and Part B: Journal Project—are not a part of the course package. When the teacher receives the Parent's Declaration with Assignment Booklet 1A, he or she will send a printed copy of the component to the student. Your student should begin working on the component as soon as he or she receives it. The completed component must be sent to the teacher with Module 3 Assignment Booklet 3B for assessment.

Lesson 2: Personal Grooming and Cleanliness

Lesson 2 focuses on personal grooming and cleanliness choices and the impact of advertising and the media on those choices. In this lesson students identify some of their personal grooming and cleanliness habits and product choices. They use a chart organized around different times in a day to record their ideas. This activity prepares students for critically evaluating the choices they make about personal grooming and cleanliness.

Students identify whether their product choices are essential and consider how product costs for essential and non-essential items differ. Plan to help your student identify the different products he or she uses for grooming and cleanliness.

Lesson 2 also focuses on the impact of advertising. The first question related to this topic has students doing Internet or library research on advertising techniques related to grooming and cleanliness products. Have your student make summary notes as he or she reads the information provided. Help your student identify additional advertising techniques by viewing or listening to advertisements and discussing the techniques used.

In the Assignment Booklet for this lesson students select an advertisement for a grooming or cleanliness product that they like. They use the advertisement to complete the chart. Have your student review what has been learned about the difference between grooming and cleanliness and about the effects of each on physical, emotional, and intellectual health. Ask your student to review the techniques that are used by advertisers.

Lesson 3: Body Image and Lifestyle Choices

In Lesson 3 students focus on the ways that body image can affect physical, emotional, and intellectual health. Students study ways to promote a positive body image and lifestyle choices. With your student, discuss why body image can influence health choices in the context of all three areas of health: physical, emotional, and intellectual.

Lesson 3 also focuses on body image and the media. It asks students to use different media sources to identify the media's portrayal of the so-called perfect body or lifestyle. Discuss and share perspectives on various lifestyle and health choices portrayed in media that may influence your student. Use examples from different forms of media, such as newspapers, magazines, television, and radio. It is important that students are able to view their media examples critically and identify those aspects that promote false or unrealistic perceptions. These perceptions can have negative influences on physical, emotional, and intellectual health.

In the Assignment Booklet for this lesson students are asked to create a brochure for teens that promotes positive body image. Have your student review what has been learned about situations that influence body image and lifestyle choices. Review the techniques that are used by advertisers to promote harmful images and the strategies that can be used to ignore these messages.

What can parents do to help teens develop a positive body image?

- Be aware that puberty can bring about changes that affect body image.
- Make a conscious effort to have and model healthy body images themselves.
- Be aware that negative comments about body size and type can be damaging to their children's developing sense of worth.
- Be available to listen and talk when children have questions or concerns about body image.
- Ensure that siblings do not tease each other about body size or image.
- Make a conscious effort not to compare body types among family, friends, and celebrities in non-constructive ways, such as "She would look much better if . . ."

Lesson 4: Food Choices

This lesson focuses on the factors that influence individual food choices and how those factors relate to the nutritional needs of adolescents. Food choices and habits can be influenced by a variety of factors including finances, media, peer pressure, hunger, body image, and physical activity. These choices and habits are affected by and have an impact on physical, emotional, and intellectual health.

In this lesson students look at making food choices. Students are asked to read articles relating to food choices and nutrition. Have your student make summary notes as he or she reads the information provided. Share and compare examples of the effects that different types of food have on you and why you choose to eat or not to eat these foods. After your student has read the articles provided, share perspectives and strategies on ways to make positive choices about food. Help your student identify strategies for improving his or her own food choices.

Question 4 has students use a menu from a restaurant to compare the foods on the menu to *Canada's Food Guide to Healthy Eating*. Help your student find a menu that can be used for this question. Ask your student to review what they have learned about positive nutritional guidelines before they complete the comparison. Discuss how restaurant foods can have a variety of ingredients or components that represent different food groups.

The Internet or library activity asks students to extend their analysis of food choices to an examination of the choices that diets promote. If you have any diet information at home, make this available to your student. Help him or her find information on popular diets through the Internet or library sources. In the second part of this activity, students compare the food choices of one of the diets identified in the previous question to *Canada's Food Guide to Healthy Eating*. If your student has difficulty identifying any similarities between the diet and the *Food Guide*, discuss the ways that some diets can fail to address nutritional needs.

In the Assignment Booklet for this lesson students are asked to prepare a campaign speech that outlines one action they will take to make the food choices in the cafeteria healthier but still appealing to teens. Have your student review what has been learned about the choices regarding food and eating habits. Review the information that health professionals promote; the strategies that can be used to make healthy food choices; and the positive effects on physical, emotional, and intellectual health.

What can parents do to encourage healthy food choices?

- Be role models for healthy eating and active living.
- Demonstrate tolerance for varying body shapes and sizes.
- Promote the importance of health and well-being over body image.
- Discuss their negative experiences with fad diets.
- Explain the limitations of engaging in short-term, quick-fix strategies for health, such as fad diets.
- Engage teens in discussions about advertising techniques and the impact on family purchases.
- Promote a strong self-image and positive sense of self-worth in teens.
- Be aware of the significant impact of peer pressure on teens.
- Encourage and support teens in making healthy food choices.

Lesson 5: Substance Use and Avoidance

Lesson 5 deals with decisions regarding the use and avoidance of harmful substances, such as tobacco, alcohol, and drugs. Students examine how social factors can influence their decisions. They then look at ways that social factors can impact decisions regarding substance use or avoidance. There are a number of sources of information that deal with substance use and abuse. AADAC (Alberta Alcohol and Drug Abuse Commission) is an excellent source for additional information on these issues.

The last part of question 1 asks students to describe three situations where they have recently had to say yes or no and then to identify the social factors that influenced their decision. Discuss and share examples of situations in which it is appropriate to say yes or no.

In question 2 students are asked to write a description of a strategy they can use to say no. Discuss other strategies to say no that can be used by your student.

In the next part of Lesson 5 students learn to make choices about substances. They become familiar with some of the terms associated with substances and some of the factors that can influence teen choices about substance use and abuse. Encourage your student to discuss ways in which social factors can relate to choices about substance use and avoidance. Students are encouraged to make the connection between the influence of social factors and the various strategies that can be used to refuse and avoid substance use.

In the extend activity students develop a comic strip that illustrates a situation in which a refusal strategy is used. The second part of the extend asks students to design a series of collectible cards or binder stickers that focus on the message “Just Say No.” Ask your student to assess whether the cards or stickers reflect the refusal strategies that he or she learned in this lesson.

In the Assignment Booklet for this lesson students are asked some multiple-choice questions. Have your student review the terms associated with the use or avoidance of drugs, tobacco, and alcohol. Ask your student to review the ways that effective refusal strategies can help maintain positive physical, emotional, and intellectual health.

What can parents do to prevent substance abuse?

- Organize a MADD (Mothers Against Drunk Drivers) presentation in the school.
- Organize and supervise a variety of group activities in the home or community.
- Volunteer to supervise teen parties in the home.
- Talk to teens about substance abuse.
- Set clear and realistic expectations and boundaries.
- Encourage teens to use their time in balanced, constructive ways.
- Encourage the development of positive, social competencies in youth.
- Spend one hour per week with each individual child in the family.
- Help teens develop ways to address issues in their lives.
- Be aware of local support and rehabilitative services.

ASSIGNMENT BOOKLET 1A

Health and Life Skills 7
Module 1: Section 1 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

7 HEALTH *and Life Skills*

MODULE 1

Wellness Choices

ASSIGNMENT BOOKLET 1A



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	60	

Teacher's Comments

Health and Life Skills 7
Module 1: Wellness Choices
Assignment Booklet 1A
Section 1 Assignment
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for

Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Attention parents and students:

This form must be filled out to complete Health and Life Skills 7.

Human sexuality education is offered in grades 7 to 9 as a mandatory component of the program of studies. Parents, however, retain the right to exempt their child from school instruction in human sexuality education. After completing Module 1: Wellness Choices, students must do either Part A: Human Sexuality or, if they are exempt from human sexuality instruction at the request of a parent or guardian, Part B: Journal Project in order to meet the requirements for Health and Life Skills 7.

The materials for these components are in the Teacher's Guide for this course. Once the teacher has received this form, he or she will print a copy of the appropriate component and supply it to the student.

The following form is to be signed by a parent or guardian of the student and forwarded to the teacher with this Assignment Booklet.

Declaration of Parent or Guardian of Student Registered in Health and Life Skills 7
I hereby certify that my child, _____, will take
<input type="checkbox"/> Part A: Human Sexuality
or
<input type="checkbox"/> Part B: Journal Project
to complete the requirements for Health and Life Skills 7.
Signature of parent or guardian: _____
Date: _____
If you, the parent or guardian, have any comments, write them in the following space.

Send this form to the student's teacher together with Assignment Booklet 1A.

ASSIGNMENT BOOKLET 1A
HEALTH AND LIFE SKILLS 7: MODULE 1
SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 60 marks out of the total 100 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

60

Section 1 Assignment: Your Personal Health

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

1

1. Which of the following relates to your emotional health?

- A. making healthy food choices
- B. following safety rules
- C. handling your anger in a constructive way
- D. identifying ways that you learn most effectively

1

2. Which food group of *Canada's Food Guide to Healthy Eating* do beans and peanut butter belong to?

- A. meat and alternatives
- B. grain products
- C. vegetables and fruit
- D. milk products

1

3. Which of the following statements is true?

- A. A good night's rest for teenagers means getting six to seven hours of sleep.
- B. A lack of sleep causes one to struggle with concentration, become irritable, and risk accidents while driving or operating machinery.
- C. Physical activity raises blood pressure.
- D. *Canada's Food Guide to Healthy Eating* suggests eating foods from each of the five food groups each day.

- ①
4. Which of the following is relevant to your intellectual health?
- A. expressing your feelings

B. maintaining positive relationships with family and friends

C. getting enough sleep

D. considering different points of view when making decisions

- ⑧
5. a. Make a list of all the foods you ate yesterday. In the chart that follows, indicate the foods you've eaten, the food group that each food belongs to, and how many servings the food is equivalent to.

Food Eaten	Food Group	Number of Servings

- ②
- b. Can you identify any problems in your eating habits for that day? Explain.

6. Use what you learned in Lesson 1 about standards for personal health to create a visual symbol or logo that represents the standards for personal health that you have set up for yourself. Make sure your symbol or logo represents each of the three areas of personal health: physical, emotional, and intellectual. For example, you could use three joined triangles or three interlocking circles.

Within the symbol or logo, write your own slogans to state what your standards for personal health are. You may use the space provided on the following page, or you may use a computer program and your own paper to complete this assignment.

Your visual symbol will be assessed according to the following criteria.

Marks	Criteria	Comments on Student's Assignment
5-6 Very Good	<ul style="list-style-type: none"> provides clear statements that reflect personal commitment to maintaining standards of health writes slogans for a variety of specific areas that promote physical, emotional, and intellectual well-being personalizes standards for health to self by writing slogans that reflect personal activities selects symbol that reflects the three areas of personal health and wellness 	
3-4 Average	<ul style="list-style-type: none"> provides personalized statements that reflect standards of health writes slogans for an adequate number of specific areas that address physical, emotional, and intellectual well-being personalizes standards for health to self by writing slogans that reflect personal activities selects symbol that reflects the three areas of personal health and wellness 	
0-2 Incomplete	<ul style="list-style-type: none"> writes slogans for a limited number of specific areas that address physical, emotional, and intellectual well-being selects symbol that reflects the three areas of personal health and wellness 	

Personal Health Standards

When you’ve finished responding to the preceding questions, return to page 36 of Module 1 Student Module Booklet and start working on Lesson 2.

Indicate whether the following statements are true (T) or false (F) by placing the appropriate letter in the space beside each statement. Correct the false statements by crossing out the incorrect word(s) and writing in the correct word(s) above it.

- ① _____ 7. Grooming involves paying attention to your skin, hair, nails, teeth, eyes, and ears.
- ① _____ 8. Intellectual health is determined by how comfortable and confident you feel when you interact with others.
- ① _____ 9. Grooming may not affect your physical health, but it can affect your intellectual and emotional health.
- ⑥ 10. Find an advertisement for one cleanliness or grooming product you like, and attach it to your Assignment Booklet. Use the advertisement to complete the chart on the following page.

Your chart will be assessed according to the following criteria.

Marks	Criteria	Comments on Student's Assignment
5-6 Very Good	<ul style="list-style-type: none"> describes one technique used by the advertiser and the potential effects on teenage consumers makes connections between characteristics of advertisement and aspects of physical, emotional, and intellectual health and wellness assesses critically the effectiveness of the advertisement and the positive or negative impact on self 	
3-4 Average	<ul style="list-style-type: none"> indicates understanding of one technique used by the advertiser and the potential effects on teenage consumers addresses aspects of physical, emotional, and intellectual health and wellness evaluates the effectiveness of the advertisement 	
0-2 Incomplete	<ul style="list-style-type: none"> identifies one technique used by the advertiser describes personal reaction to the advertisement 	

Product Name:	
One Technique Used in This Advertisement	Why This Technique Is Effective

When you’ve finished responding to the preceding questions, return to page 45 of Module 1 Student Module Booklet and start working on Lesson 3.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

- ① 11. This is the way a person sees himself or herself.
- A. perspective
 - B. self-esteem
 - C. resiliency
 - D. body image
- ① 12. Which of the following statements is true?
- A. One way to develop a positive body image is to appreciate your physical talents and abilities.
 - B. Many of the images that appear in magazines, television, and movies rely on models that are selected by advertisers for their unrealistic looks.
 - C. It is very hard for communities to encourage and provide positive messages relating to body image and lifestyle choices.
 - D. The media does not have any influence on how one views oneself.
- ① 13. Why is it important to have a healthy body image? Give one reason.
-
-
- ⑥ 14. Use what you have learned about the influences of the media on body image and lifestyle choices to create a very simple brochure for teens that promotes a positive body image. Include information that helps teens recognize the factors that can help them achieve and maintain a positive body image. If you wish, you may use a computer program to create your brochure. Attach your finished brochure to your Assignment Booklet.

Your brochure will be assessed according to the criteria on the following page.

Marks	Criteria	Comments on Student's Assignment
5-6 Very Good	<ul style="list-style-type: none"> describes aspects of a positive body image and lifestyle choices makes connections between positive body image, lifestyle choices, and physical, emotional, and intellectual wellness describes the techniques used by advertisers to influence expectations and to create unrealistic images of a perfect body and lifestyle describes strategies for enhancing and maintaining positive body image, self-acceptance, and making healthy lifestyle choices 	
3-4 Average	<ul style="list-style-type: none"> lists aspects of positive body image and lifestyle choices makes connections between positive body image or lifestyle choices and physical, emotional, and intellectual wellness describes the techniques used by advertisers that relate to body image and lifestyle choices lists strategies for enhancing and maintaining positive body image, self-acceptance, and making healthy lifestyle choices 	
0-2 Incomplete	<ul style="list-style-type: none"> lists aspects of a positive body image or lifestyle choices lists some techniques used by advertisers that relate to body image and lifestyle choices 	

When you've finished responding to the preceding questions, return to page 56 of Module 1 Student Module Booklet and start working on Lesson 4.

Indicate whether the following statements are true (T) or false (F) by placing the appropriate letter in the space beside each statement. Correct the false statements by crossing out the incorrect word(s) and writing in the correct word(s) above it.

- ①
- _____ 15. *Canada's Food Guide to Healthy Eating* indicates your food needs based on your age, body size, activity level, gender, and if you are pregnant or breast-feeding.
- ①
- _____ 16. Three to four servings per day of a grain product, such as bread, cereal, bagels, pitas, pasta, or rice, should be provided to teenagers.
- ①
- _____ 17. Adolescents should consume one to two milk products servings per day.
- ⑥
18. You are running for student council president. Food choice in the cafeteria is an issue in the school elections. Your school cafeteria serves fast foods such as burgers, fries, and hot dogs. Over this last year, however, many of the students are complaining about the lack of healthy food choices.

You have to come up with a plan that the students will like so they will vote for you. In the space provided on the following page, outline in your campaign speech one action you will take to make the food choices in the cafeteria healthier but still appealing to teens.

Your response will be assessed according to the following criteria.

Marks	Criteria	Comments on Student's Assignment
5-6 Very Good	<ul style="list-style-type: none">addresses a wide variety of factors that affect choices made about fooddescribes and assesses connections between food choices and physical, emotional, and intellectual wellnessprovides clear and persuasive statements that reflect personal commitment to promoting healthy eating habits	
3-4 Average	<ul style="list-style-type: none">addresses a wide variety of factors that affect choices made about fooddescribes connections between food choices and physical, emotional, and intellectual wellnessprovides clear statements that reflect personal commitment to promoting healthy eating habits	
0-2 Incomplete	<ul style="list-style-type: none">addresses some factors that affect choices made about fooddescribes some advantages of healthy eating habits	

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When you've finished responding to the preceding questions, return to page 67 of Module 1 Student Module Booklet and start working on Lesson 5.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

①

19. Values are

- A. the ends for which one is willing to work
- B. a sense of self-worth and confidence
- C. the different points of view and ideas on a topic
- D. the things that a person believes in and feels are important

①

20. To act responsibly means

- A. being able to deal with a situation that involves adversity or risk
- B. living your life according to important principles you have set for yourself
- C. following a healthy, positive lifestyle
- D. being prepared to live with the good or bad consequences of a choice you made without blaming others

①

21. Physical dependence is

- A. the condition that exists when a body depends on a drug to function
- B. the condition that exists when one feels there is a need for a drug and its effects
- C. the habitual consumption of a substance usually as a result of dependency or addiction
- D. the practice of total non-use

①

22. Substance abuse is

- A. using a substance taken to change how the mind or the body works
- B. being physically or psychologically dependent on a substance
- C. using a substance in a way that is harmful and/or illegal
- D. being influenced by advertising and the media to use a substance

- ① 23. Which of the following statements is true?
- A. Social factors affecting emotional health can include wanting to be popular, wanting to feel attractive, and knowing how you feel about yourself.
 - B. It is legal to drive with a blood alcohol level of 0.08.
 - C. Smoking does not cause increased heart rate or blood pressure.
 - D. Each person is affected by alcohol differently depending only on his or her body build.

- ② 24. What are two reasons why people use drugs?

- ⑥ 25. In Lesson 5 of Section 1 you studied ways to say no and to resist negative peer pressure. Read the following scenario:

After a baseball practice, Elena invites four of her teammates to hang out on her family's deck and try out the new hot tub. Elena knows her parents' rule about no alcohol use. Everyone is having fun when one of Elena's friends arrives with a cooler containing cans of beer that he snuck out of his parents' house. He encourages everyone to drink beer with him.

Use the refuse model on the following page to react to this situation.

R really ask questions about the activity.	
E xamine all the consequences.	
F ind alternatives. Suggest different things to do.	
U se persuasion. Be assertive.	
S tate all the consequences and problems.	
E xit from the situation, and leave doors open if so desired.	

When you've finished responding to the preceding questions, submit Assignment Booklet 1A, along with the form completed by your parent or guardian at the beginning of the Assignment Booklet, to your teacher. Then continue where you left off in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
